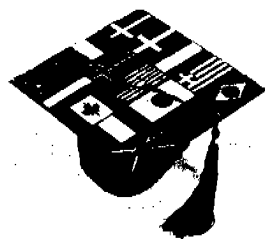


INTERNATIONAL AFTER-SCHOOL PROGRAM



Program Quality Assessment Tool

**Submitted to the
MICHIGAN DEPARTMENT OF
EDUCATION
Office of School Improvement
2005**

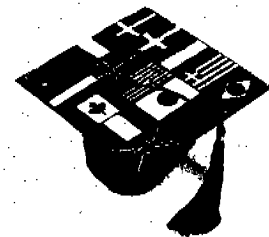


A quality program has well-developed systems and sound fiscal management to support and enhance worthwhile programming and activities for all participants.

A quality program:

- [illegible]

Training/Technical Assistance Needed



Program Quality Self-Assessment

Relationships

A quality program develops, nurtures and maintains positive relationships and interactions among staff, participants, families and communities.

Quality Indicator

A quality program:

1. *Has staff who respect and communicate with one another and are role models of positive adult relationships.
2. *Interacts with families in a comfortable, respectful, welcoming way.
3. *Treats participants with respect and listens to what they say.
4. Teaches participants to interact with one another in positive ways.
5. Teaches participants to make responsible choices and encourages positive outcomes.
6. Is sensitive to the culture and language of participants.
7. Establishes meaningful community collaborations.
8. Has scheduled meetings with its major stakeholders.
9. Encourages former participants to contribute as volunteers or staff.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Action Plan

Training/Technical Assistance Needed

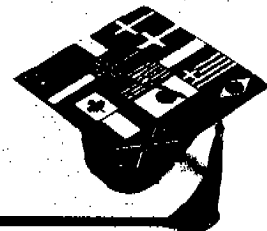
**Denotes items to be assessed prior to program start-up.*



A quality program recruits, hires and trains diverse staff members who value each participant, understand their developmental needs, and work closely with families, school partners, and co-workers.

[illegible]**Training/Technical Assistance Needed**

7



Program Quality Self-Assessment

Programming / Activities

A quality program provides a well-rounded variety of activities and opportunities that support the physical, social and cognitive growth and development of all participants.

Quality Indicator

A quality program:

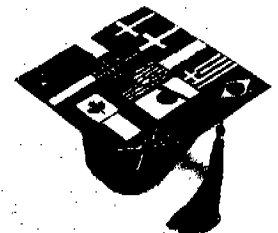
1. *Provides activities that reflect the mission of the program.
2. Addresses academic, physical, social and emotional needs of the participants.
3. *Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
4. *Offers project-based, experiential activities that promote creativity and development of participant self-expression.
5. *Offers high quality academic support, including tutoring and/or homework help.
6. *Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health.
7. *Includes activities that take into account the language and culture of the participants.
8. *Establishes and follows a schedule that is known to all staff, participants, and their families.
9. Provides a range of opportunities in which participants' work can be showcased.
10. Integrates opportunities for the development of personal responsibility, self-direction and leadership throughout the program.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Action Plan

Training/Technical Assistance Needed

*Denotes items to be assessed prior to program start up



Program Quality Self-Assessment

Linkages Between Day and After-School

A quality program has its staff work closely with school staff to ensure that after-school academic components and activities are aligned with and enrich school standards and curricula.

Quality Indicator

A quality program:

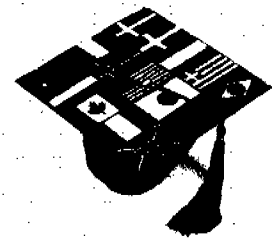
1. *Secures commitment of resources (e.g., classroom space, bulletin boards, storage space, computer facilities, site coordinator's office) from school principal, when possible.
2. Maintains communication with school principal and administration.
3. Establishes strong links to the school day.
4. Incorporates programming that integrates and complements school day activities.
5. Collaborates regularly with school-day personnel regarding use of facilities and resources.
6. Supports state and local performance standards and benchmarks.
7. Communicates with school-day staff to monitor academic and behavioral progress of students.
8. Allocates sufficient program time for homework and homework help.
9. Is represented on the school's curriculum planning committee.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Action Plan

Training/Technical Assistance Needed

**Denotes items to be assessed prior to program start-up*



Program Quality Self-Assessment

Youth Participation / Engagement

*A **quality** program provides opportunities for youth to participate in planning, to exercise choice and to engage in a rich variety of offerings.*

Quality Indicator

A quality program:

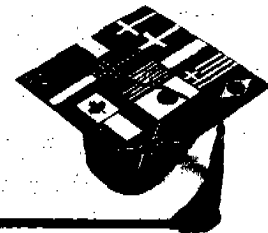
1. *Provides participants with a variety of engagement strategies.
2. Has participants who take ownership of program selection and development.
3. Enables participants to develop life skills, resiliency, and self-esteem via activities.
4. Affords participants opportunities to express their ideas, concerns and opinions.
5. Enables participants to explore resources and issues in their community through projects and activities.
6. Promotes consistent and active participation.
7. Promotes teamwork and respect for others.
8. Involves participants in the development of disciplinary practices.
9. Encourages participants to recruit others into the program.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Action Plan

Training/Technical Assistance Needed

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Program Quality Self-Assessment

Parent / Family / Community Partnerships

A quality program establishes a strong partnership with families and communities in order to achieve program goals.

Quality Indicator

A quality program:

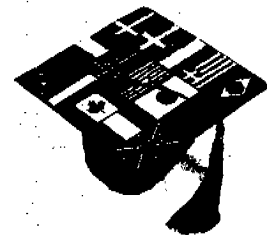
1. Involves families in decision making and planning.
2. Involves families and the community in program events.
3. Communicates with families on matters concerning the well-being of the child.
4. Seeks opportunities to share community resources with families.
5. Provides opportunities for literacy and related educational experiences for the families of the participants in the program.
6. Provides families with information about community resources to meet their needs.
7. Builds relationships with arts, cultural and other community institutions to expand and enhance program offerings.
8. Coordinates staff development activities with those of school and community partners.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Action Plan

Training/Technical Assistance Needed

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Program Quality Self-Assessment

Program Sustainability / Growth

A quality program has a coherent vision/mission and a plan for increasing capacity that supports continuing growth.

Quality Indicator

A quality program:

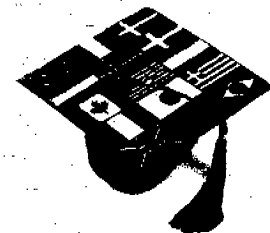
1. *Has a written statement of mission and goals.
2. *Employs staff who understand and embrace the program's mission and goals.
3. Involves participants, families, staff and board members in long-term decision making and planning efforts.
4. Develops a long-term plan for sustaining the Afterschool program.
5. Accesses resources within the community by seeking support from and building relationships with local businesses and institutions.
6. Forges relationships with advocates for program quality and availability, such as community leaders, businesses and elected officials.
7. Has an effective marketing strategy that publicizes the program and its achievements within the school and broader community.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Action Plan

Training/Technical Assistance Needed

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Program Quality Self-Assessment

Measuring Outcomes / Evaluation

A quality program has a system for measuring outcomes and using that information for on-going program planning, improvement and evaluation.

Quality Indicator

A quality program:

1. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
2. *Develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.
3. Uses objective data to measure participants' academic progress.
4. Identifies and shares promising practices.
5. Makes evaluation summaries available to the general public.
6. Creates an internal method for assessing program activities.
7. Creates an internal method for assessing staff performance.
8. Creates an internal method for assessing student engagement levels.
9. Includes feedback from stakeholders in the program evaluation.
10. Uses evaluation findings for continuous program improvement.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Action Plan

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